

Midway Elementary

1892 Highway 1 North
Cassatt, SC 29032

Grades	PK-5 Elementary School	
Enrollment	398 Students	
Principal	Jewell R. Stanley	803-432-6122
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	57	44	3

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Good	Yes

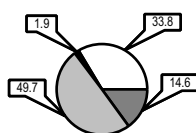
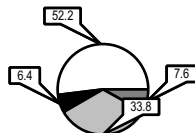
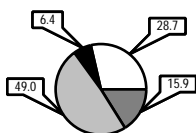
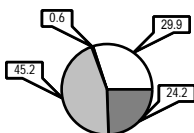
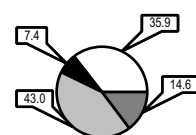
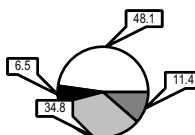
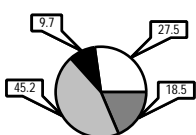
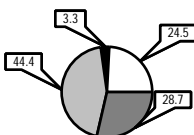
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	168	100.0	29.9	45.2	24.2	0.6	39.5	Yes	Yes
Gender									
Male	97	100.0	36.3	36.3	26.4	1.1	37.4	N/A	N/A
Female	71	100.0	21.2	57.6	21.2	0.0	42.4	N/A	N/A
Racial/Ethnic Group									
White	104	100.0	26.8	44.3	27.8	1.0	44.3	Yes	Yes
African American	59	100.0	32.7	47.3	20.0	0.0	34.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	135	100.0	20.6	49.2	29.4	0.8	46.8	N/A	N/A
Disabled	33	100.0	67.7	29.0	3.2	0.0	9.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	29.9	45.2	24.2	0.6	39.5	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	164	100.0	28.8	45.8	24.8	0.7	40.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	100.0	33.9	45.5	20.5	0.0	32.1	Yes	Yes
Full-pay meals	48	100.0	20.0	44.4	33.3	2.2	57.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	168	100.0	28.7	49.0	15.9	6.4	36.9	Yes	Yes
Gender									
Male	97	100.0	26.4	46.2	20.9	6.6	40.7	N/A	N/A
Female	71	100.0	31.8	53.0	9.1	6.1	31.8	N/A	N/A
Racial/Ethnic Group									
White	104	100.0	24.7	46.4	19.6	9.3	41.2	Yes	Yes
African American	59	100.0	36.4	50.9	10.9	1.8	27.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	135	100.0	18.3	54.0	19.8	7.9	46.0	N/A	N/A
Disabled	33	100.0	71.0	29.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	28.7	49.0	15.9	6.4	36.9	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	164	100.0	28.8	48.4	16.3	6.5	36.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	100.0	33.0	50.0	13.4	3.6	33.0	Yes	Yes
Full-pay meals	48	100.0	17.8	46.7	22.2	13.3	46.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	168	100.0	52.2	33.8	7.6	6.4	14.0
Gender							
Male	97	100.0	48.4	34.1	7.7	9.9	17.6
Female	71	100.0	57.6	33.3	7.6	1.5	9.1
Racial/Ethnic Group							
White	104	100.0	46.4	36.1	9.3	8.2	17.5
African American	59	100.0	61.8	29.1	5.5	3.6	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	135	100.0	46.0	36.5	9.5	7.9	17.5
Disabled	33	100.0	77.4	22.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	52.2	33.8	7.6	6.4	14.0
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	164	100.0	52.3	33.3	7.8	6.5	14.4
Socio-Economic Status							
Subsidized meals	120	100.0	57.1	33.0	8.0	1.8	9.8
Full-pay meals	48	100.0	40.0	35.6	6.7	17.8	24.4

Social Studies							
All Students	168	100.0	33.8	49.7	14.6	1.9	16.6
Gender							
Male	97	100.0	34.1	45.1	17.6	3.3	20.9
Female	71	100.0	33.3	56.1	10.6	0.0	10.6
Racial/Ethnic Group							
White	104	100.0	29.9	48.5	18.6	3.1	21.6
African American	59	100.0	41.8	49.1	9.1	0.0	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	135	100.0	24.6	55.6	17.5	2.4	19.8
Disabled	33	100.0	71.0	25.8	3.2	0.0	3.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	33.8	49.7	14.6	1.9	16.6
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	164	100.0	34.0	49.0	15.0	2.0	17.0
Socio-Economic Status							
Subsidized meals	120	100.0	37.5	51.8	9.8	0.9	10.7
Full-pay meals	48	100.0	24.4	44.4	26.7	4.4	31.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	52	100.0	19.6	54.3	26.1	0.0	26.1
	4	59	96.6	38.3	53.2	8.5	0.0	8.5
	5	62	100.0	17.5	57.9	22.8	1.8	24.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	27.0	38.1	34.9	0.0	34.9
	4	47	100.0	34.8	43.5	19.6	2.2	21.7
	5	56	100.0	29.2	56.3	14.6	0.0	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	52	100.0	32.6	54.3	13.0	0.0	13.0
	4	59	96.6	34.0	48.9	14.9	2.1	17.0
	5	62	100.0	17.5	64.9	14.0	3.5	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	27.0	52.4	17.5	3.2	20.6
	4	47	100.0	30.4	39.1	15.2	15.2	30.4
	5	56	100.0	29.2	54.2	14.6	2.1	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	52	100.0	60.9	30.4	6.5	2.2	8.7
	4	59	94.9	70.2	23.4	6.4	0.0	6.4
	5	62	100.0	59.6	36.8	3.5	0.0	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	49.2	34.9	9.5	6.3	15.9
	4	47	100.0	47.8	34.8	6.5	10.9	17.4
	5	56	100.0	60.4	31.3	6.3	2.1	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	52	100.0	34.8	54.3	6.5	4.3	10.9
	4	59	94.9	38.3	59.6	2.1	0.0	2.1
	5	62	100.0	56.1	40.4	3.5	0.0	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	65	100.0	19.0	57.1	22.2	1.6	23.8
	4	47	100.0	50.0	37.0	10.9	2.2	13.0
	5	56	100.0	37.5	52.1	8.3	2.1	10.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 398)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.2%	Up from 2.7%	3.6%	2.8%
Attendance rate	95.9%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.5%	0.0%	0.0%
Eligible for gifted and talented	7.7%	Down from 9.0%	7.3%	10.4%
On academic plans	55.5%	N/AV	40.9%	33.6%
On academic probation	26.3%	N/AV	0.2%	1.0%
With disabilities other than speech	8.3%	Up from 3.2%	9.1%	7.5%
Older than usual for grade	2.8%	Up from 1.5%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	48.0%	Down from 54.2%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.4%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 80.2%	87.1%	87.3%
Teacher attendance rate	93.8%	Up from 92.3%	95.1%	94.9%
Average teacher salary	\$48,788	Up 1.8%	\$42,047	\$42,485
Prof. development days/teacher	11.0 days	Down from 17.2 days	13.3 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.9 to 1	18.0 to 1	18.6 to 1
Prime instructional time	89.6%	Up from 85.3%	89.8%	89.7%
Dollars spent per pupil*	\$6,095	Up 2.4%	\$6,742	\$6,557
Percent of expenditures for teacher salaries*	65.1%	Up from 63.6%	63.5%	64.0%
Percent of expenditures for instruction*	67.8%		69.0%	69.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents and community. The mission of Midway Elementary School, in partnership with the home and the community, is to develop each individual's uniqueness and to prepare confident technologically proficient lifelong learners by providing challenging, innovative and educational experiences in a safe environment.

To ensure the academic success of our students, we offer several programs geared to their needs. We continue to use SOAR to Success and Early Success programs to promote literacy. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grades. Early Success is a small group intervention program designed to improve phonemic awareness and comprehension for students in first and second grade. As a recipient of a 21st Century Community Learning Center grant, we offer a five-day-a-week after-school program which focuses on academic assistance and enrichment activities.

Our faculty and staff are committed to improving our efforts to increase student achievement. Teachers participated in a variety of professional development opportunities in order to create innovative and challenging classrooms. This year our teachers received additional support from a full-time math curriculum coach. Teachers meet with the math coach weekly to discuss South Carolina Math Standards and discuss possible teaching strategies. Our school initiated Investigations in Number, Space and Data in kindergarten through fourth grade. Investigations is a research-based curriculum supplement designed to increase mathematical thinking. We are also beginning to use FOSS Science Kits in most grades.

Our parents are encouraged to visit our school and conference regularly with teachers. We conduct a Back to School night to familiarize parents with their children's classrooms and teachers. Family Literacy Night, Family Math Nights, Grandparents Luncheons, Donuts for Dads, Muffins for Moms, Open House, and the After-School Program are examples of family involvement activities.

Our school is making strides in improving and using technology. The school has a thirty-station computer lab, one wireless laptop lab and two computers in each classroom. Last year we updated our technology to become a wireless school.

Midway Elementary's faculty, staff and parents were disappointed to learn that we missed our Adequate Yearly Progress by one goal. Our number of students scoring proficient and advanced in English Language Arts fell short of the goal set by No Child Left Behind. It is our school's desire to form a strong partnership between students, parents and the community to make Midway Elementary School a place where each child excels.

Jewell R. Stanley, Principal
Deana Boone, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	48	36
Percent satisfied with learning environment	40.0%	91.5%	88.2%
Percent satisfied with social and physical environment	85.0%	82.6%	91.4%
Percent satisfied with school-home relations	30.0%	79.2%	76.5%

*Only students at the highest elementary school grade level at this school and their parents were included.